

# Wollaton Village Day Nurseries Ltd

Inspection report for early years provision

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**Unique reference number**

254653

**Inspection date**

12/05/2011

**Inspector**

Patricia Bowler

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Wollaton Village Day Nursery Ltd is one of three nurseries in the Wollaton Village Nurseries Limited group. The nursery was registered in 1994 operating from a purpose-built building situated in Nottingham. Care is provided in four rooms, where children are grouped according to age and developmental stage. There is a fully enclosed area for outdoor play.

The nursery is registered on the Early Years register and both parts of the compulsory and voluntary parts of the Childcare Register to care for a maximum of 35 children at any one time. There are currently 61 children on roll.

The nursery is open each day from 8am to 6pm all year round and also provides care for children before and after school. The nursery supports a number of children who speak English as an additional language.

The nursery employs nine members of staff, all of whom hold recognised early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Staff have a sound understanding of the children's individual needs and interact with them positively to support their play and activities. Generally, all children make satisfactory progress in the Early Years Foundation Stage. Relationships and communication with parents and others overall supports the welfare of the children. Suitable systems to monitor and evaluate their services are developing. Most required policies and procedures are in place and the setting has implemented appropriate action to meet most recommendations made at the last inspection.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- improve the arrangements for observations and assessments so they can be used to assist in planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs
- establish systems to analyse observations which highlight children's next steps in learning, to ensure continuous progress in their development
- develop systems to ensure self-evaluation continues to be used effectively to evaluate performance and drive improvement
- review systems and current practice to ensure all parents receive information and are actively involved in children's ongoing welfare and development.

## **The effectiveness of leadership and management of the early years provision**

Children are well protected because staff have a clear understanding of their role in safeguarding and the action to take should they have concerns relating to children or adults providing care. A detailed policy is in place which is shared with parents so they understand how their children will be protected. The premises are well staffed and people who are not cleared are not left alone with children. All visitors sign into the building and subsequently staff are aware of who is on the premises.

Appropriate risk assessments are in place to ensure children's safety is maintained. Resources and the premises are checked daily to ensure these are safe. The children can move around their designated rooms freely as they explore the suitable range of activities and resources that are available. For example, older children engage in a range of floor, table and role play activities in the well-resourced area. However, staff have yet to develop skills to support more able children to surpass current achievements and maximise their learning potential.

Recruitment and induction procedures are generally secure. Most of the staff hold a current childcare qualification and training is appropriately supported. Although the management team understand that self-evaluation is an ongoing process, they have yet to establish inclusive practice and secure systems to highlight strengths and identify areas for improvement. For example, all staff are not included and an over reliance on parents to complete questionnaires, which they may not have been informed of, or provided with, results in their ideas and opinions being excluded. Operational policies and procedures are in place and parents have access to these. Staff are always available to speak to parents and they receive a daily sheet which informs them of their child's day. Parents spoken to expressed some positive comments about the nursery and staff. However, they felt that they were not always aware of or in receipt of data, or involved in sharing continuous knowledge about their child's progress. Although information is displayed in the entrance area on noticeboards and made available for collection, for example, a regular newsletter, the nursery is not proactive in ensuring all parents receive this.

Progress is developing in working with others who deliver the Early Years Foundation Stage to ensure children receive a consistent service.

## **The quality and standards of the early years provision and outcomes for children**

Children make satisfactory progress towards the early learning goals in an environment based around child-initiated activities with appropriate adult support. Resources in all areas of the nursery are good and easily accessible so children can self-select and steer their own play. Babies and very young children are cared for in visually stimulating areas with a range of toys and equipment to promote early development, including hand-activated play resources. Younger children develop skills in spreading glue as they engage in a creative activity using glitter and

feathers on their pictures. They delight as they help to shake off excess glitter to reveal their efforts, eager to participate in further creations.

Older children are cared for in a very well-resourced area, where toys and equipment are stored in low-level units depicting their contents in both pictorial and written text. Children make some choices about the activities they engage in, for example, water, sand play and creative activities where they use glue sticks and scissors with developing skills. However, although the range of activities is good, there is little opportunity for children to add to those provided which limits their own creativity and provides insufficient challenge for some older and more able children.

Good hygiene routines throughout the nursery, including the use of gloves and aprons during changing procedures, minimise the risk of cross-infection. Each baby's health is actively promoted through parental provision of nappies, creams and wipes to ensure they use familiar products.

Older children develop independence in addressing their own personal care. They know about hand-washing 'to get rid of germs' and operate hand dryers competently. Children enjoy nutritious snacks and varied foods during meal times, which serve as an integral part of children's social development.

Outdoor play is provided on most days. In addition to static equipment and wheeled toys to develop physical skills children plant and tend produce including strawberries. Younger children, helped by staff, look for ladybirds on low growing plants discussing colours and spots before balancing on low level beams and climbing through the tunnel in the soft bark area. Children are happy and settled, forming positive relationships with staff and peers. Staff implement a range of positive methods to help children understand appropriate behaviour with clear explanations, praise and encouragement. As a result, children know what is expected of them, learn to take turns when playing with toys and develop awareness of how their behaviour affects others.

Children learn about the wider world through positive images to reflect difference and diversity. Books and play equipment help children to value each other. Staff work well with families where English is an additional language. They obtain familiar words in children's first language and, consequently, children can be reassured and understood so their needs can be met.

Staff observe and assess children systematically and maintain written and photographic records. Overall, most children generally secure the skills they require in order to progress in their learning. However, although the next steps for some children are highlighted, these are not incorporated into the planning or further recorded to identify if these have been achieved. Records for older children clarify what they can do but lack information to secure progress. Consequently, they are not challenged in their development to reach their full potential.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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